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ABSTRACT

This Critical Issue Bibliography (CRIB) Sheet focuses on assessment. Assessment has been a major trend in higher education over the last 10 years, with the nature of the literature changing significantly over the years. This annotated bibliography groups assessment resources into these categories: (1) general resources; (2) institutional assessment; (3) assessment and the learning environment; (4) methods and techniques; and (5) statewide, regional, and national approaches. This bibliography lists 1 Internet and 42 print resources, all of which are in the ERIC database. (SLD)

Critical Issue Bibliography (CRIB) Sheet:

Assessment

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What is an ERIC CRIB Sheet?

A Critical Issue Bibliography (CRIB) sheet is a selected bibliography on a topic of interest in the field of higher education. The majority of the literature cited in the bibliography is found in the ERIC Database, though some CRIB sheets also include other literature, such as selected Internet resources. CRIB sheets are updated annually.

Many of the issues discussed in one bibliography relate to another CRIB sheet topic. For example, the CRIB sheet on affirmative action is closely related to the CRIB sheet on creating a multicultural climate on campus. We have tried to note such connections in the bibliographies themselves; we encourage you not to see CRIB sheet topics as discrete and to explore several bibliographies on related topics.

This CRIB sheet was updated in December 2001.

Critical Issue Bibliography (CRIB) Sheet: Assessment

Assessment has been a major trend in higher education for the last ten years, with the nature of the literature changing significantly over the years. In the late 1980s, the literature urgently called attention to the need for colleges and universities to perform self-assessment and to be held accountable for the quality of teaching, student learning, and services on their campuses. In the early 1990s, the discussion turned to specific assessment techniques and approaches. Assessment was often limited to peripheral services or to traditional indicators such as student graduation or employment rates. In the mid-1990s, assessment of core processes -- teaching and learning -- became part of the major higher education debates between practitioners and researchers. The discussion of assessment has now become institution-wide -- student affairs practitioners and faculty are as likely now as business officers to be involved in discussions about assessment. However, the need for assessment, different assessment techniques and approaches, and the benefit or impact of assessment are still being debated and people continue to search for ways to understand the process. "Performance indicators," "benchmarking," "total quality management," "outcomes," and "assessment models" are terms being learned, refined, and implemented in the daily life of academe. The American Association of Higher Education (AAHE) has a forum on Assessment and Quality (<http://www.aahe.org/assessment>) that is an invaluable resource. The AAHE also has a statement of "9 Principles of Good Practices for Assessing Student Learning" (<http://www.aahe.org/assessment/principl.htm>) that is useful for anyone engaged in or considering becoming engaged in assessment.

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General Resources

<http://www.aahe.org/assessment/>

Gardiner, Lion F., Anderson, Caitlin, & Cambridge, Barbara L. (1997). *Learning through assessment: A resource guide for higher education*. Washington, DC: American Association for Higher Education.

This is an annotated, indexed directory of assessment books and articles, journals, newsletters, audiocassettes, organizations, conferences, and electronic resources.

Banta, T., Lund, J., Black, K., & Oblander, F. (1996). *Assessment in practice*. San Francisco: Jossey-Bass, Inc.

This book contains 82 cases exemplifying the principles of good practice in assessment.

It is targeted at faculty members and student affairs professional engaging in or considering engaging in assessment.

Institutional Assessment

EJ611498

Peterson, Marvin W., & Augustine, Catherine H.. (2000). External and internal influences on institutional approaches to student assessment: Accountability or improvement?

Research in Higher Education, 41, 4, 443-79.

A survey of 885 public undergraduate institutions examined influences of state characteristics, accreditation emphases, and institutional dynamics on three approaches to student assessment (cognitive, affective, and post-college).

ED432937

Brookhart, S. M. (1999). *The art and science of classroom assessment. The missing part of pedagogy*. (ASHE-ERIC Higher Education Report, Vol. 27, No. 1). Washington, DC: ERIC Clearinghouse on Higher Education.

This report addresses assessment of college student performance. Discussion focuses on several topics including, but not limited to: why classroom assessment of students' achievement is important; how an instructor can ensure the quality of information from classroom assessments; and methods of assessment particularly suited to various achievement targets. The report describes five different kinds of learning goals or "achievement targets" and appropriate forms of assessment for each.

ED434545

Brown, S. K., & Glasner, A. (Eds.). (1999). *Assessment matters in higher education: Choosing and using diverse approaches*. Philadelphia, PA: Open University Press.

This book presents 16 papers on assessment in higher education grouped into four sections on: (1) systems approaches to assessment, (2) the effectiveness of innovative assessment, (3) assessing practice, and (4) autonomous assessment.

ED430507

Palomba, C. A., & Banta, T. W. (1999). *Assessment essentials: Planning, implementing, and improving assessment in higher education*. San Francisco, CA: Jossey-Bass, Inc.

This book examines current assessment practices in higher education and offers suggestions on planning assessment programs, carrying them out, and using the results to improve academic programs.

ED416732

Murphy, Patricia D., & Harrold, Robert L. (1997, April). *Assessment: A moving target with rising expectations*. Paper presented at the Annual Meeting of the North Central Association, Chicago, IL.

This paper looks at the assessment requirements of the North Central Association of Colleges and Schools in regard to undergraduate and graduate education.

ED417656

Virginia State Council for Higher Education. (1996). *Indicators of institutional mission. What do students learn?* Richmond, VA: Virginia State Council of Higher Education. This report summarizes the results of assessment programs at each of the 17 public colleges and universities in Virginia, and how the schools have used this information to improve their programs.

EJ505365

Dooris, Michael J., & Teeter, Deborah J. (1994 Summer). Total quality management perspective on assessing institutional performance. *New Directions for Institutional Research*, 82, 51-62.

Theme issue: "Using Performance Indicators to Guide Strategic Decision Making."

ED381055

Rhoads, Robert, & Others. (1994). *Multicultural institutional assessment instrument*. University Park, PA: National Center on Postsecondary Teaching, Learning, and Assessment.

EJ496515 HE533392

Van Vught, Frans A., & Westerheijden, Don. F. (1994, October). Towards a general model of quality assessment in higher education. *Higher Education*, 28, 355-71.

Assessment and the Learning Environment

ED438867

Huba, Mary E., & Freed, Jann E. (2000). *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning*. This book is intended for practicing or aspiring faculty who are interested in a learner perspective. It can be used individually or collectively in orientations, graduate teaching seminars, and faculty development seminars. Recognizing that most college faculty learned to teach using the lecture method, and that while the lecture method is not exactly ineffective, this book claims there are many other teaching methods that have been proven to be more effective.

EJ582050

MacAlpine, J.M.K. (1999, March). Improving and encouraging peer assessment of student presentations. *Assessment & Evaluation in Higher Education*, 24, 1, 15-25. Looks at one teacher's method of peer assessments on student presentations. It has helped to decrease the spread of grades given and has enhanced the correlation of peer and teacher assessments.

EJ582078

Lewis, Robert, Berghoff, Paul, & Pheeny, Pierette. (1999, Spring). Focusing students: Three approaches for learning through evaluation. *Innovative Higher Education*, 23, 3, 181-196.

This article reveals three professors' techniques for helping students focus on assessments required in classes.

ED420244

Schilling, Karen Maitland, & Schilling, Karl L. (1998). *Proclaiming and sustaining excellence: Assessment as a faculty role*. ERIC Digest. Washington, DC: ERIC Clearinghouse on Higher Education.

This digest summarizes a report that addresses trends and issues in assessment in relation to the role of college faculty, including advances in assessment to make it more congenial to faculty, different ways in which institutions have approached assessment, and how assessment can be viewed as a faculty role.

ED428590

Marincovich, Michele. (1998). *Ending the disconnect between the student evaluation of teaching and the improvement of teaching: A faculty developer's plea*. Stanford, CA: National center for Postsecondary Improvement, Stanford University.

This paper offers eight steps institutions of higher education can take to improve teaching through the use of student evaluations. In addition, it provides five recommendations for teaching centers.

EJ570382

(1998, Summer). Issue theme: Changing the way we grade student performance: Classroom assessment and the new learning paradigm. *New Directions for Teaching and Learning*, 74.

This issue looks at different methods teachers can use to ensure objectivity in assessment.

ED417665

Diamond, Robert M. (1998). *Designing and assessing courses and curricula, a practical guide*. San Francisco, CA: Jossey-Bass, Inc.

This book is designed to help college faculty effectively create and evaluate courses and curricula. It looks at different design and evaluation models, and gives the positives and negatives of each.

EJ565290

(1997, Winter). The campus-level impact of assessment: Progress, problems, and possibilities. *New Directions for Higher Education*, 100.

A collection of articles dealing with the effects of assessment programs on college campuses.

ED410870

Lanni, Joseph C. (1997). *Modeling student outcomes: A longitudinal study*. Paper presented at the Annual Forum of the Association for Institutional Research.

A six-year study to identify factors associated with student success at a large Eastern community college.

ED409765

Murphy, Patricia D. (1996, May 8). *Assessment of student learning in graduate programs*. Paper presented at the Annual Forum of the Association of Institutional Research, Albuquerque, NM.
Looks at a case study designed to improve the assessment of graduate student learning at North Dakota State University.

EJ518229

Barak, Robert J., & Sweeney, Janet D. (1995, Summer). Academic program review in planning, budgeting, and assessment. *New Directions for Institutional Research*, 86, 3-17.
Theme issue: Using Academic Program Review.

EJ505785

Tuckman, Bruce W. (1995, Winter). Assessing effective teaching. *Peabody Journal of Education*, 70, 127-38.
Theme issue title: "Teacher Effectiveness: A Look at What Works."

EJ506825

Gentemann, Karen M., & Others. (1994, Winter). Refocusing the academic program review on student learning: The role of assessment. *New Directions for Institutional Research*, 84, 31-46.
Theme issue topic: "Providing Useful Information for Deans and Department Chairs."

ED369379

Brown, Sally, & Knight, Peter. (1994) *Assessing learners in higher education. Teaching and learning in higher education series*. London, England: Kogan Page Ltd.

ED368305

Braskamp, Larry A., & Ory, John C. (1994). *Assessing faculty work: Enhancing individual and institutional performance*. San Francisco, CA: Jossey-Bass, Inc.

EJ454621

Field, Michael, & Lee, Russell. (1992). Assessment of interdisciplinary programs. *European Journal of Education*, 27, 277-83.

EJ437924

Gray, Peter J. (1991, Winter). Using assessment data to improve teaching. *New Directions for Teaching and Learning*, 48, 53-63.

Methods/Techniques

ED443866

Airasian, Peter W. (2000). *Assessment in the classroom: A concise approach*. [Second edition].

This book has been designed to fit a variety of curriculum arrangements: to use as the core text for teachers, to teach the assessment unit in courses in educational psychology,

or to teach the assessment component of integrated methods courses. Topics include, but are not limited to: "The Classroom as an Assessment Environment," "Learning about Pupils: Sizing-Up Assessment," and "Standardized Achievement Tests."

EJ582078

Lewis, Robert, Berghoff, Paul, & Pheene, Pierette. (1999, Spring). Focusing students: Three approaches for learning through evaluation. *Innovative Higher Education*, 23, 3, 181-96.

Three professors share techniques for helping students focus on assessments required in classes.

EJ579818

Joughin, Gordon. (1998, December). Dimensions of oral assessment. *Assessment & Evaluation in Higher Education*, 23, 4, 367-378.

This article looks at literature on oral assessment in college instruction and how it interacts with other elements of teaching and learning.

EJ568885

Stephens, Derek; Bull, Joanna, & Wade, Winnie. (1998, September). Computer-assisted assessment: Suggested guidelines for an institutional strategy. *Assessment & Evaluation in Higher Education*, 23, 3, 283-294.

Review lessons learned from experience with computer-aided learning that can inform the use of computers in student assessment in college teaching, describes the experience of two institutions with computer assisted student assessment, and makes recommendations for developing and implementing effective institution-wide systems.

EJ577644

Soetaert, Elaine. (1998). Quality in the classroom: Classroom assessment techniques as TQM. *New Directions for Teaching and Learning*, 75.

Looks at the use of classroom assessment techniques (CATs) for improving quality of college instruction. This article examines faculty and student reactions to CATs, and supplies other recommendations for assessment.

EJ520078

Biggs, John. (1996, March). Assessing learning quality: Reconciling institutional, staff and educational demands. *Assessment & Evaluation in Higher Education*, 21, 5-15.

EJ520063

Bambenek, Joseph J. (1995, November). Improving the accuracy of institutional assessment results through the ten principles of meaningful assessment. *Higher Education Management*, 7, 355-63.

ED410797

Nichols, James O. (1995). *Assessment case studies: Common issues in implementation with various campus approaches to resolution*. Edison, NJ: Agathon Press.

A collection of case studies on the implementation of institutional assessment and evaluation of student outcomes in higher education.

EJ434805

Jackson, David. (1991). Using software tools to automate the assessment of student programs. *Computers and Education*, 17, 133-43.

Statewide/Regional and National Approaches

ED454169

Trube, M. Barbara, & Madden, Paul M. (2001). *National standards, state goals, and the university's vision align to provide a framework for the pre-service teacher portfolio*. This paper presents the preservice teacher portfolio as a multidimensional tool, addressing three dimensions of the portfolio based on data compiled within one university's teacher preparation program. It recommends the preservice teacher portfolio as a viable tool for assessing preservice teachers' capacity (knowledge, skills, dispositions, and sense of self) and ability to make connections among national standards, state goals, and university vision.

EJ547664

Smith, Bob, & Others. (1997, April). Integrating student assessment practices: The significance of collaborative partnerships for curriculum and professional development in a university department. *Higher Education Research & Development*, 16, 69-86. A look at one Australian university's attempt to encourage faculty collaboration on student assessment issues.

EJ501632

Nettles, Michael T. (1995, Spring). The emerging national policy agenda on higher education assessment: A wake-up call. *Review of Higher Education*, 18, 293-313.

ED343513

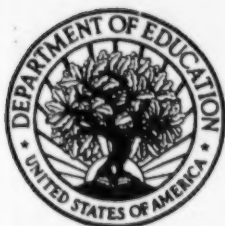
Council on Postsecondary Accreditation. (1992, January). *Accreditation, assessment, and institutional effectiveness: Resource papers for the COPA Task Force on institutional effectiveness*. Washington, DC: Council on Postsecondary Accreditation.

ED340758

Loacker, Georgine. (1991, November). *Designing a national assessment system: Alverno's institutional perspective*. Paper presented at the Assessing Higher Order Thinking & Communication Skills in College Graduates workshop, Washington, DC.

EJ433098

Aper, Jeffrey P., & Hinkle, Dennis E. (1991, September/October). State policies for assessing student outcomes: A case study with implications for state and institutional authorities. *Journal of Higher Education*, 62, 539-55.



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